TO:	Indiana State Board of Education
FROM:	Cynthia Roach, Senior Director of Accountability & Assessment, Indiana State Board of Education
	Maggie Paino, Director of School Accountability, Indiana Department of Education
DATE:	September 27, 2016
RE:	Recommendation Regarding the Target Ranges for the 2015-16 Growth to Proficiency Table

Target ranges are a key component for establishing points within the growth to proficiency table because these ranges create the thresholds for which points are to be assigned. The target ranges summarize the observed growth associated with low, standard or high movement relative to Indiana's achievement levels. Categorical status improvement between subcategories and observations of incremental mean growth across category statuses are used to establish target ranges that represent actual category movement or trajectories for movement.

The observed growth score is a criterion baseline-referenced growth calculation that requires multiple years of data to establish a baseline for each student, and uses only that student's own data rather than comparing that student to other peers. This approach allows for a comparison of growth over time for each student, and provides each student the opportunity to achieve the highest levels of observed growth.

The results of the 2016 assessment represent the data set that will be available to establish the baseline. Dr. Betebenner reviewed the target ranges to consider the 2016 assessment and results. Please note that multiple years of data on the same scale will be required to create the baseline growth metrics as Indiana transitions to a new assessment based on new standards. Specifically, Dr. Betebenner advised that Indiana have three to four years of growth data to create a stable growth table. Therefore, target ranges will need to be reassessed on an annual basis until at least the 2017-2018 accountability cycle when multiple years of data are available to stabilize the observed growth calculation. The 2016 target ranges will signify the second year towards this stabilization process.

Below is the growth to proficiency table with recommended target ranges for 2016, and prior target ranges for each status and observed growth in parentheses:

Prior Year Status	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-45 (0-43)	50	46-64 (44-61)	100	65-99 (62-99)	150
PP1	0-45 (0-43)	50	46-64 (44-61)	100	65-99 (62-99)	150
P3	0-45 (0-43)	50	46-64 (44-61)	100	65-99 (62-99)	150
P2	0-44 (0-42)	50	45-59 (43-59)	100	63-99 (60-99)	150
P1	0-43 (0-41)	50	44-56 (42-59)	100	60-99 (57-99)	150
DNP3	0-35 (0-39)	0	36-54 (40-62)	75	55-99 (63-99)	175
DNP2	0-30 (0-36)	0	31-54 (37-61)	75	55-99 (62-99)	175
DNP1	0-25 (0-34)	0	26-54 (35-59)	75	55-99 (60-99)	175

ELA: 0.3631085
MATH: 0.3383572
OVERALL: 0.4177965

In addition, Dr. Betebenner recommended that prior year status cuts be slightly modified in some grades and content areas to provide a more even distribution of students within the three prior year achievement statuses. Below are the recommended prior year status cuts by grade and subject area with the prior status cuts in parentheses:

MATH

SUBCATEGORY	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
PP2	507 – 690 (507 – 690)	532 – 720 (534 – 720)	558 – 750 (563 – 750)	582 – 760 (584 – 760)	601 – 790 (603 – 790)
PP1	480 – 506 (480 – 506)	508 – 531 (508 – 533)	535 – 557 (535 – 562)	560 – 581 (560 – 583)	578 – 600 (578 – 602)
P3	460 – 479 (460 – 479)	490 – 507 (492 – 507)	517 – 534 (517 – 534)	542 – 559 (544 – 559)	562 – 577 (563 – 577)
P2	443 – 459 (443 – 459)	474 – 489 (476 – 491)	498 – 516 (498 – 516)	526 – 541 (528 – 543)	546 – 561 (548 – 562)
P1	425 – 442 (425 – 442)	458 – 473 (458 – 475)	480 – 497 (480 – 497)	510 – 525 (510 – 527)	533 – 545 (533 – 547)
DNP3	402 – 424 (401 – 424)	440 – 457 (436 – 457)	461 – 479 (459 – 479)	491 – 509 (488 – 509)	514 – 532 (508 – 532)
DNP2	372 – 401 (357 – 400)	417 – 439 (391 – 435)	437 – 460 (419 – 458)	463 – 490 (442 – 487)	490 – 513 (469 – 507)
DNP1	185 – 371 (185 – 356)	210 – 416 (210 – 390)	240 – 436 (240 – 418)	270 – 462 (270 – 441)	305 – 489 (305 – 468)

ENGLISH/LANGUAGE ARTS

SUBCATEGORY	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
PP2	523 – 800 (526 – 800)	552 – 850 (557 – 850)	570 - 890 (573 – 890)	596 - 900 (599 – 900)	617 – 910 (620 – 910)
PP1	500 – 522 (500 – 525)	529 – 551 (529 – 556)	546 - 569 (546 – 572)	572 – 595 (572 – 598)	592 – 616 (592 – 619)
P3	475 – 499 (475 – 499)	504 – 528 (504 – 528)	525 – 545 (525 – 545)	547 – 571 (547 – 571)	565 – 591 (565 – 591)
P2	452 – 474 (452 – 474)	481 – 503 (481 – 503)	505 – 524 (505 – 524)	525 – 546 (525 – 546)	540 – 564 (540 – 564)
P1	428 – 451 (428 – 451)	456 – 480 (456 – 480)	486 – 504 (486 – 504)	502 – 524 (502 – 524)	516 – 539 (516 – 539)
DNP3	414 – 427 (407 – 427)	439 – 455 (435 – 455)	467 – 485 (462 – 485)	481 – 501 (475 – 501)	494 – 515 (488 – 515)
DNP2	393 – 413 (372 – 406)	415 – 438 (393 – 434)	440 – 466 (420 – 461)	447 – 480 (424 – 474)	462 – 493 (439 – 487)
DNP1	200 – 392 (200 – 371)	210 – 414 (210 – 392)	220 – 439 (220 – 419)	230 – 446 (230 – 423)	240 – 461 (240 – 438)